Young Middle Magnet School

2022-23 Schoolwide Improvement Plan

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Young Middle Magnet School

1807 E DR MARTIN LUTHER KING JR BLVD, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Henrissa Berry

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (42%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Young Middle Magnet Creative Science Center will create an equitable environment that enriches the educational experience through, collaboration, diversity, respect and innovation.

Provide the school's vision statement.

Young Middle Magnet Creative Science Center will prepare students to become global citizens through an innovative S.T.E.A.M integrated approach to learning.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Berry, Henrissa	Principal	Oversee the daily instructional and operational functions of the school.
Jones, Mark	Assistant Principal	
Glenn, Nichelle	Magnet Coordinator	Performs marketing and recruitment activities related to the school's theme. Works with teachers to intergrate the them into all content areas across campus.
Padgett, Jonathan	SAC Member	SAC Chair
Hargrove, Valencia	Parent Engagement Liaison	Facilitates Parent and Family Engagement Activities within the school and community.
	Assistant Principal	

Demographic Information

Principal start date
Wednesday 7/1/2020, Henrissa Berry

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

445

Identify the number of instructional staff who left the school during the 2021-22 school year.

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	139	153	141	0	0	0	0	433
Attendance below 90 percent	0	0	0	0	0	0	21	39	38	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	13	53	49	0	0	0	0	115
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	36	64	56	0	0	0	0	156
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	43	59	29	0	0	0	0	131
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	64	56	0	0	0	0	156

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	20	24	0	0	0	0	49

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	14	29	34	0	0	0	0	77

Date this data was collected or last updated

Thursday 9/1/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	151	170	165	0	0	0	0	486
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	6	10	2	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	39	49	53	0	0	0	0	141
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	61	53	0	0	0	0	145
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	6	10	2	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	35	40	22	0	0	0	0	97

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	151	170	165	0	0	0	0	486
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	6	10	2	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	39	49	53	0	0	0	0	141
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	61	53	0	0	0	0	145
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	6	10	2	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	35	40	22	0	0	0	0	97

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	50%	50%				36%	51%	54%
ELA Learning Gains	41%						46%	52%	54%
ELA Lowest 25th Percentile	42%						39%	47%	47%
Math Achievement	35%	36%	36%				32%	55%	58%
Math Learning Gains	60%						42%	57%	57%
Math Lowest 25th Percentile	72%						46%	52%	51%
Science Achievement	24%	52%	53%				24%	47%	51%
Social Studies Achievement	52%	58%	58%				40%	67%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	53%	-15%	54%	-16%
Cohort Comparison						
07	2022					
	2019	37%	54%	-17%	52%	-15%
Cohort Comparison		-38%				
08	2022					
	2019	34%	53%	-19%	56%	-22%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	16%	49%	-33%	55%	-39%
Cohort Comparison						
07	2022					
	2019	48%	62%	-14%	54%	-6%
Cohort Comparison		-16%				
08	2022					
	2019	12%	31%	-19%	46%	-34%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	47%	-24%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	67%	-27%	71%	-31%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	29	26	25	43	52	6	56			
ELL	27	48	53	35	57	90	25	70			
BLK	29	40	44	31	61	71	24	45	90		
HSP	39	49	44	45	58	73	14	72			
MUL	27			42	50						
WHT	54	42		69	50						
FRL	30	41	43	34	59	73	22	51	85		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	28	29	21	20	27	16	31			
ELL	31	38	33	24	37	54		38			
BLK	23	29	36	17	21	29	13	33	66		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	47	38	42	34	32	50	33	33	45		
MUL	20	21		38	40						
WHT	40	40									
FRL	26	30	34	20	23	28	16	33	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	39	34	19	41	51	4	27			
ELL	23	48	53	27	48	46					
BLK	29	41	35	25	40	46	20	37	63		
HSP	51	58	54	48	46	50	37	43	80		
MUL	73	47		47	47						
WHT	50	71		50	45		30				
FRL	34	46	40	30	41	47	21	39	68		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All students made growth in all grades across all subjects.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science still demonstrates the greatest need of improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There was a lack in utilization of lab experiences and processes to break down labs., translating to increased student retention.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data points showing the most improvement was our bottom quartile gains in math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

High functioning PLC's, little teacher turnover, and effective use and analysis of progress monitoring data.

What strategies will need to be implemented in order to accelerate learning?

Continue to use the PLC process to review and respond to data and incorporate "WICOR" over all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive ongoing professional development in WICOR strategies to help engage students and reinforce literacy and student agency among all students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing monitoring and adjustments to PD calendar based on teacher needs and instructional outcomes.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA and common assessments, etc.) from 2021-2022 school year indicates students performed below grade level in ELA, Math, and Science due to lack of consistency in standards aligned tasks, activities, and assessments. Students need more opportunities to grapple with standards-aligned tasks, and teachers require additional support in implementing effective teaching methods to support student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By October 2022, at least 70% of teachers will provide opportunities for students to engage in standards-aligned tasks according to learning walk data. By December 2022, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Common Assessment Data in Math will show 40% of students performing at or above proficiency. Common Assessment Data in Science will show 40% of students performing at or above proficiency. Common Assessment Data in Civics will show 40% of students performing at or above Proficienc
Person responsible for monitoring outcome:	Henrissa Berry (henrissa.berry@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To provide standards-based and aligned tasks teachers will be supported through a structured PLC process focused on effective teaching methods for learning and teacher-led small group instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PLCs will focus on standards-based planning, planning for small group instruction, student work analysis, developing common assessments and analyzing common assessment data, and professional collaboration.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1- Strengthen PLC Structures and Utilize Protocols to Guide the PLC Process
· Build Common Planning into Master Schedule
· Schedule after-school meetings twice per month for required content training, professional development and planning

Person Responsible   Henrissa Berry (henrissa.berry@hcps.net)

2- Build Capacity of Teachers
· Develop criteria for look-fors centered around Four Principles of Excellent Instruction
· Conduct walkthroughs to collect data on four principles of excellent instruction, planned lessons to include standards-aligned tasks, teacher-led small groups, etc.
· Trend Data will be consistently communicated to teachers (whole school, content, grade level) by administration.
· Provide individual feedback to teachers (content coaches/administration)
· Use walkthrough data to tier teachers based on established criteria and identify needed support
· Coaches will conduct coaching cycles based on identified needs

Person Responsible   Henrissa Berry (henrissa.berry@hcps.net)

3- Analyzing Student Data
· Teachers will identify trends, opportunities to adjust their instructional practice and create actionable next steps.
· Teachers will review common assessment data in PLCs and devise plans to address the data
· Teachers will bring samples of student work to PLCs for analysis
-Review specific data for SWD and African American students to identify trends and actionable next steps.

Person Responsible   Mark Jones (mark.jones@hcps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Young's positive school culture is cultivated through our Positive Behavior Intervention System. At Young we expect our students to be Punctual, Prepared, Polite, and Productive. Additionally, we expect our students to be responsible and demonstrate respect for themselves, their peers, and the school. When students meet
these expectations they are rewarded with verbal positive specific praise and our school currency, which is the Buffalo Buck. Buffalo Bucks can be used in the following ways: 1) entrance to schoolwide PBIS Events 2) visits to the school PBIS Store, 3) preferred activities during lunch, etc. Schoolwide PBIS events are planned to encourage students to earn and save Buffalo Bucks in anticipation of attending these selective events. The implementation of PBIS helps to cultivate a climate and culture that is conducive to learning and appropriate behavior. In addition to our PBIS process we utilize clubs to encourage positive interactions

and engagement between adults and students on campus. By fostering relationships outside of the classroom, stronger bonds are built, increasing the likelihood of student success within the classroom and school at large.
Encourage parent participation in the educational experiences of their students by incentivizing students and parents (attendance at conference nights, bi-weekly progress report checks, monthly parent engagement activities, etc.). Develop currency for
parents and conduct quarterly raffles.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Instructional Staff/Teachers-Employ classroom management plans that encourage: structure and positive reinforcement for students. They encourage students to adhere to Buffalo Basics (School-wide Expectations) and provide them with Buffalo Bucks for meeting high standards. Teachers also sponsor interest clubs that allow them to make unique connections with students outside of the classroom.
Support Staff- provide support during preferred activities for lunchtime PBIS events.
Student Nutrition Services- ensure students are able to get lunch in a timely manner to participate in preferred activities.
Custodians- provide clean-up and set-up for the events and support students by rewarding them for keeping the school environment clean.
Community Partners- provide capital for us to keep the incentive going throughout the year.
Our Administrators also encourage teachers by promoting a positive school culture and environment through staff incentives. Administration provides staff with First Friday treats and celebrations, bi-weekly raffles, and shout-outs and verbal encouragement on a regular basis.